

Fostering Student Motivation & Engagement

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Session Overview

1. Reflective Exercise (thinking about motivation)
2. Provide a brief overview of Self-determination Theory and how it applies to student motivation and engagement.
 - The basic psychological needs
 - Quality of motivation
3. Brainstorming session (ways to satisfy students' basic psychological needs)
4. Active learning strategies to enhance and maintain student motivation and engagement
5. Open discussion and sharing of ideas

Session Objectives

1. Participants gain with a better understanding of student motivation.
2. Participants understand the three basic psychological needs and how their satisfaction contributes to enhanced motivational quality.
3. Participants leave with new strategies they can use to enhance student motivation and engagement.

Reflection

Think of a class/course that you have taken in the past as a learner that you found very engaging. Use the following questions to guide your thoughts on why it was engaging?

- What made this class/course engaging?
- How did my instructor make the course engaging?

Self-Determination Theory

- SDT focuses on interactions that occur between people and their social environments and how environments foster or hinder the satisfaction of people's basic psychological needs.
- Self-determination focuses on the quality of one's motivation and differentiates motivation by type rather than amount.
- It is when the three basic psychological needs are met that we can expect people to be motivated and engaged in activity.

Quality of Motivation

Types of Motivation

Amotivation (no interest, frustrated - things are out of one's control, no sense of belonging)

Controlled Motivation (rewards and punishment, protect one's self-worth, surveillance, deadlines)

Autonomous Motivation (relevant and meaningful; sense of control and choice; valued outcomes)

Intrinsic Motivation (interest and enjoyment)

Basic Psychological Needs

Competence: one's belief that they can obtain desired goals. Feel effective in the completion of one's actions.

Relatedness: feeling one is valued and reciprocating that feeling to others. (sense of belonging)

Autonomy: the personal endorsement of one's actions.

Satisfying Students' Needs

Brainstorming Activity

As an instructor, how can you ensure that your students' basic psychological needs are met?

Competence Strategies

- Positive and constructive feedback – it is important to acknowledge what the student has done well.
- Provide students with multiple opportunities for students to demonstrate their knowledge (assignments that build towards a final product).
- Focus on learning goals, not achievement goals and acknowledge effort and improvement (post-assessment reflective assignment).

Relatedness Strategies

Get to know your students (learn their names and use their names).

Use a survey at the beginning of the semester to learn about your students' interests and experiences and incorporate these into your lessons (e.g., favorite song).

Make it personal (use some time for relationship building – ice breakers, personal emails, small group discussions).

Be empathetic and understanding (check in with students and address their needs and concerns).

Help establish study-buddies or small working groups.

Autonomy Strategies

Provide students with choice

- Types of assignments
- Grading scheme
- Course content
- Help student set personal and meaningful goals

Make it relevant

- Link course content to students' interests and personal experiences
- Provide a rationale for why things are the way they are
- Demonstrate real life applications

Active Learning for Engagement

Ticket-out-the-door

Minute papers

The muddiest point

Concept maps

Think-share-pair

Case studies

Reflective journal

Tell/Teach a friend

I wonder box

Collaborative notetaking

Your Muddiest Point

This is an opportunity for you to ask questions about your muddiest point. What is a concept that you are having difficulty understanding or even coming to terms with (maybe you have contradictory feelings about some of the material presented)?

Questions and Answers